Previous references

492 & 217
2B 24-03 Pt

1905
(Education)

File No 100—04

Serial Nos 1 & 2

Later references

GENERAL AND REVENUE SECRETARIAT

Serial Nos 1 & 2

Part B for November 1905

SUBJECT

Revision of the existing System of Giving Separate Hindustani Schools for Muhammadans

FILE N 100 f 1904 05

P fth t q jt fl q p t H l t Sh l f M h m d

From th I l t Ge l f Ld t u My N 26)—149 d ted the 12th S pt ml 1904
St t wth a f c to p 2 f G O N 492—Fd 24 03 l t d th 21 t J ly 1904 th t t y t h l at H l t Sh l f M h m lan a d th t tl I nt y t n y tl ef t n
To tl In ect (l f Educ t n nd th C tr ll N 475o 6 d t d 8th N vemb 190
St te th t l tl t t t d l y th I l t C n al th x t g H d t Sh l l y t f tl p t l th t wh n w h l a e p p ed to b p d t h l l b c d d h th th bj t n v w ann t b u l q lly ll by tl d i t n f a H nlu t cla r tw t th K n d A gl V ul r Sh l al e dy n ex tenc at the pl ces nc ned

C O No 49 —L B 24 03 dated 21 t J ly 1904

G R S 58

GENERAL AND REVENUE SECRETARIAT

(Education

NOTES

File No 100 – 1904

FILE HEADING

Revision of the existing system of having Separate Hindustani Schools (excluding) for Mohamadans

From The Inspr Genl of Edn in Mysore

No 2622/149 Dated 12/9/04 Received 17/9/04

Diary No 1804 | Enclo | Spare Copies | Serial No 1

BRIEF ABSTRACT OF LETTER

States that Separate Hindustani Schools for Mohamadans are necessary and that the existing system of having such Schools may continue

NOTES AND ORDERS

In the note on the file No 24–1903 Regarding the Religious instruction in Hindustani Schools, the Dewan Remarked as follows —

"I think Mysore System of exclusive

NOTES—First sheet

MGCPB– 000–18 5 04

Serial No 1

Mohamadan Schools is a mistake Bombay system where Hindustani language alone is taught in Kannada Schools is better and this point may be considered"

× × × ×

Init-d P N K
14/7/04 —

V

2 According to the above remarks in para 2 of G O No 492 of the 21st July 1904 it was observed that Govt consider that the Mysore System of exclusive Mohamadan Schools requires Revision with Reference to the practice prevailing in Bombay, where Hindustani language is also taught in Kannada Schools and the D Dpt was requested to Submit his Views on the Subject. G O F 24-03

3 The D Dpt has now Submitted his opinion He states that Separate Schools for Mohamadans are necessary in the interests of sound education for Mohamadans He adds that there are exclusive Schools for Mohamadans in Bombay, Madras and other British provinces The Mysore system of ex-

MCCPB—10 000—31 8 04

9

Serial No 1

clusive Schools for Mohamadans was adopted by the late Bhuf-bona-missions in 1871 after the policy of the Govt of India and so it is not advisable to change introduce the change ~~proposed~~ contemplated

Subd for orders H Deemanger
7/10/04

Vide
4/10/04, 4 Submitted to the Diwan Saheb Hero - the 1st Councillor for orders
11 10 1904

8/4
12 10 04
Simpose

5 Seen & he leave whatever is desired is that a Hindustani class may be added to a Kanada School where there is a real demand for Hindustani instruction There is not ~~but~~ ~~existed~~ Where such demand is not sufficient ~~demand for the~~ to justify the opening of a Hindustani School pure & simple - C
12/10/04.

12 10 1904

21/8/04
13/10 6 In many places, there are already Hindustani Schools pure & simple - & Should there be any idea of abolishing them - When new Schools are proposed to

MCCPB—10 000—31 8 04

Serial No

be obtained, the question to be considered would be whether the object in view could not be served equally well by the addition of a Hindustani class or two to Kannada or Anglo-Vernacular Schools already in existence at the places concerned. Q

19/7/05

7729/19 VII 05

7 For the present I am willing to be guided by the views of the Dy Commissioner every new School which may be proposed must receive careful consideration & when applications or recommendations for such will be made to Govt and such schools not established on the District's own authority

Verify 22/8

Subd Proposals for opening new schools should come to Govt but the Dy Commr has power to transfer a Hindustani School from one village to another if they are Village Fund Schools

8 Draft accd & 29/X 05 Allowed

3/11/1905

9 Draft Submg Sanctioning Passed 4/11/1905

3/11/05

Note—Contn sheet

MCGPB—10 000—31 8 04

Free 2/11/05

4/11

Serial No

be opened, the question to be considered would be whether the object in view could not be served equally well by the addition of a Hindustani class or two to Kannada or Anglo-Vernacular Schools already in existence at the places concerned. Q

19/7/05

7729/19 VII 05

7 For the present I am willing to be guided by the views of the Dy Commr every new School which may be proposed must receive careful consideration & when applns or recommendations for such will be made to Govt and such schools not established on the Govt's own authority

Vernacular

Subd Proposals for opening new schools should come to Govt but the Dy Commr has power to transfer a Hindustani School from one village to another if they are Village Fund Schools

8 Draft accd 29.X.05 Allowed
3/11/1905

9 Draft Subd Kiran 3/11/05 "Passed" 4/11/1905

NOTE—Contn sl eet

MC CI B—10 000—31 8 04

4/11

[GRS 12]
General and Revenue Secretariat

File No 100 of 1904

Serial No	
2	11 Govt Proc No 4755-6 Dy 8-11-05 to the D Dy of Education and the Commissioner (Ed (100-04)-2)

Orders that, for the reasons given by the D Dy the existing Hindustani Schools may continue for the present and that when new Schools are to be opened, it should be considered whether the object in view cannot be secured well by the addition of a Hindustani class or two to the existing Kannada or A V School at the places concerned and requests the D Dy to obtain the previous sanction of Govt for opening any new Hindustani Schools or for transferring such Schools from one place to another

NOTE—Continued on sheet

D1804 Ed F 100–1904

Edn 81J

OFFICE OF INSPECTOR GENERAL OF EDUCATION IN MYSORE

No 2622/149 *Bangalore* 16th September 1904

From

H J BHABHA Esq m a

Inspector General of Education in Mysore

To

B K Venkatavarada Iyengar Esq

Secretary to the Government of His Highness the Maharaja of Mysore General and Revenue Department Bangalore

SIR

With reference to para 6 of Order No 496/L B 24-03 dated 21st July 1904 I have the honour to inform you that I have learnt with some surprise that Government do not approve of the existence of exclusive Mahomedan schools" and would prefer to introduce the teaching of Hindustani into all Government schools of whatever grade for the sake of the few Mahomedan boys that may happen to attend them If the latter mode of educating the Mahomedan population of Mysore finds favour with Government I submit that it is opposed to the general policy of the Government of India and the long established system of education both in Mysore and other Provinces of India and is contrary to the principles on which all primary and middle education should be based It would also be impracticable and most expensive if practicable to provide Hindustani teachers for all primary and middle schools of general education Nor is the idea correct that there are no exclusive schools for Mahomedans in Bombay and that Hindustani is taught as a language in all schools having some Mahomedan pupils

Government have raised a wide question and I can not do better than give a brief history of the system of education for Mahomedans in India It was in its Resolution No 300 dated Simla

Simla 7th August 1871 that the Government of India in addressing the various Local Governments and Administrations expressed its opinion that " further encouragement should be given to the classical and vernacular languages of the Muhammadans in all government Schools and Colleges " and that " greater encouragement should also be given to the creation of a vernacular literature for the Muhammadans " Within ten years ofthe receipt of this Resolution the measures taken by the Madras Government for promoting Mahomedan education resulted in the establishment of 7 Government Anglo-Vernacular Middle schools 4 Government Anglo-Vernacular Primary schools 9 Municipal Anglo-Vernacular or Vernacular schools, 4 Aided Anglo-Vernacular and 210 Aided Vernacular schools for Musalman pupils At the same time other inducements were held out to Musalman students They were admitted into all schools on payment of half the usual fees scholarships were reserved for Musalman candidates passing the University Examinations a special Deputy Inspector of Musalman Schools was appointed and a Normal School for Musalman teachers was established (Vide para 560 Report of the Indian Education Commission of 1883) In Bombay the number of special Musalman schools was considerably increased and Musalman Deputy Inspectors were appointed to inspect them (Vide para 561 idem) " In Mysore the general state of Muhammadan education was very backward and unsatisfactory The Chief Commissioner was of opinion that Hindustani schools should be established wherever a reasonably sufficient number of Muhammadans pupils were forthcoming to attend them, that Hindustani masters should be added to the existing schools of all descriptions wherever a class of pupils in that language could be formed, and that the subject of the provision of suitable books should be duly considered The question of Muhammadan education had already engaged the anxious attention of the Chief Commissioner who had repeatedly urged upon that community the necessity of taking further advantage of the facilities offered them if they wished to keep pace with the progress made by other classes " (Para 570 Id) It would be too long and is hardly necessary to refer to the steps taken in other Provinces to promote Mahomedan

3 The Indian Education Commission made a series of 17 recommendations on Muhammadan Education of which the most important bearing on the present question I quote below -

(1) That the special encouragement of Muhammadan education be regarded as a legitimate charge on Local on Municipal and on Provincial Funds

(3) That special standards for Muhammadan primary schools be prescribed

(4) In regard to the medium of instruction in primary and middle schools it appears that even in places where Hindustani is not the vernacular of the people Muhammadans earnestly desire that their childern should be educated in that language and we therefore recommend that Hindustani be the principal medium for imparting instruction to Muhammadans in primary and middle schools except in localities where the Muhammadan community desire that some other language be adopted

(5) In order that Muhammadans may be enabled to qualify for the lower grades of the public service we recommend that the official vernacular in places where it is not Hindustani be added as a voluntary subject to the curriculum of primary and middle schools for Muhammadans maintained from public funds and that Arithmetic and accounts be taught through the medium of that vernacular

" (9) That in localities where Muhammadans form a fair proportion of the population provision be made in middle and high schools maintained from public funds for imparting instruction in the Hindustani and Persian languages

" (12) That where necessary Normal Schools or classes for the training of Muhammadan teachers be established

" (13) That wherever instruction is given in Muhammadan schools through the medium of Hindustani endeavours be made to secure as far as possible Muhammadan teachers to give such instruction

" (14) That Muhammadan inspecting officers be employed more largely than hitherto for the inspection of primary schools for Muhammadans

" (16) That in the annual Reports on Public Instruction a special section be devoted to Muhammadan education "

4 The Mysore Department has faithfully carried out these recommendations When I first entered upon my duties as Head of the Department in April 1890 there were 86 Government and 19 Aided schools for Mahomedan boys and 2 Government and 1 Aided school for Mahomedan girls The total number of schools for boys was 105 with 4300 pupils and that for girls was 3 with 124 pupils At the close of the official year 1902-03 there were 5 Anglo-Hindustani schools with 677 pupils 35 Hindustani Middle schools for boys with 2050 pupils 151 Primary schools for boys with 4383 pupils 3 Middle schools for girls with 181 pupils and 65 Primary schools for girls with 2304 pupils No new school has been opened except in places where the strength of the Mahomedan population justified the existence of a school The total number of Mahomedan pupils in all the different kinds of schools was 14 408 of whom 11 296 were boys and 3112 girls Since 1890 the standards of instruction in Hindustani schools have been twice revised Kannada as a language has been introduced into all Hindustani schools from the II Standard upwards Persian and Hindustani Munshies have been appointed in all Colleges and High Schools provision has been made in the three Normal Schools for the training of Mahomedan teachers and a Deputy Inspector and an Assistant Deputy Inspector both of whom were graduates until recently have been employed to inspect Hindustani schools

5 In Bombay the percentage of Mahomedans to the total population Sind is over 76, but in the Presidency proper it is only 8 4 Outside Sind Khandesh and Dharwar are the only Districts in which Mahomedans numerous A large proportion of the population of the City of Bombay also made up of Mahomedans But in Gujerat in Kattyawar in Bombay City several other parts of the Bombay Presidency Mahomedan communities the Khojas Memons and Borahs and the poorest class of agriculturests Mahomedans have so far assimilated themselves to the surrounding ition that they have adopted the prevailing language of the district fore their children whose mother tongue is the prevailing language ttend the primary vernacular schools of the distri

and do not require to be taught separately in Hindustani schools Nevertheless in every district Urdu schools for Mahomedans have been maintained As may be expected their number is largest in Sind being 1235 with 54 000 pupils In Dharwar District alone there are 8 Local Board Urdu schools and 9 Municipal Urdu schools There is a large number of Urdu schools in Bombay City necessitating the employment of a Mahomedan Deputy Inspector The Bombay Reports do not give the statistics separately of Urdu schools But special curricula have been prescribed for Urdu schools in Maratti Districts Urdu schools in Gujarati Districts and Urdu schools in Kanarese Districts In these schools each child has to learn two vernaculars Urdu and the Vernacular of the district For the inspection of Urdu schools a Mahomedan Officer is appointed to every District either as Deputy or Assistant Deputy Inspector It will be seen that the idea that there are no exclusive schools for Mahomedans in Bombay is wholly incorrect

6 In Madras exclusive of schools for Kapilla boys and girls which numbered 338 there were 1133 schools solely for the education of Mahomedan pupils in 1902-03

7 It is a fundamental principle of education that primary ~~education~~ instruction in schools should be imparted only in the mother tongue I am aware that there are some Mahomedan families chiefly of the poorest kind of agriculturists scattered over the Province that have adopted the vernacular of the Province as their language Children of these families can and do attend Kannada schools without difficulty But by far the largest number of Mahomedans adhere to Urdu or Hindustani as their vernacular and would be without the means of education if they were not provided with Hindustani schools The Mussalman population of Mysore is 289 097 forming 5 23 per cent of the total population In a Province which was once under the rule of a Mahomedan dynasty it is natural that they should cling to their own language at home, and ask for schools in which their children may receive primary education in Hindustani In these schools I have taken care to provide the teaching of Kannada as a compulsory language

language from the II Standard upwards and of Persian as an optional language from the III Standard upwards This curriculum is carried out in all Hindustani schools for which competent teachers can be found

8 I have written at this length to dispel an incorrect notion which if correct would strike at the root of Mahomedan education and discredit the system of education adopted for Mussalmans since 1871 Nor can I think that the existing number of Hindustani schools is at all in excess of the requirements of the population whose mother tongue is Hindustani These reasons and the fact that the question raised bears upon the general policy of Government have induced me to write more fully than I should otherwise have done

I have the honour to be

Sir

Your most obedient servant

H J Bhabha

Inspector General

GRS 28]

File No 100-04
Serial No 2

Diary No of letter replied to 1804

Proceedings of the Government of His Highness the Maharaja of Mysore

GENERAL AND REVENUE SECRETARIAT
( )

the 190

Date of issue 8 11 05

Signed by

READ —

Letter No 2622/149 dt the 12th Sept 1904 from the I Gl of Govt in Mysore stating with Reference to para 2 of GO No 472/Edn 24-1903 dt the 21st July 04 that Separate Hindustani Schools for Mohamadans are necessary and that the existing System of having such Schools may Continue

4755-6
Ed(100-04)-2

Order thereon —

In the circumstances stated by the I Gl, the existing Hindustani Schools may continue

over

SUBJECT

Orders in the circumstances stated by the I Gl, the existing Hindustani Schools may Continue for the present and that, when new Schools are to be opened, it shd be considered whether the object in view Cannot be Secured well by the addition of a Hindustani class or two to the existing Kannada or A V School at the places concerned and requests the I Gl to obtain previous Sanction of Govt for opening or for transferring from one place to another any new Hindustani School

MGCPB—20,000—24-2-0

for the present When however
new Schools are proposed to
be opened it Should be considered
whether the object in View can
~~could~~ not be secured equally
well by the addition of a
Hindustani class or two, to the
Kannada or Anglo Vernacular
Schools already in existence
at the places Concerned.
The DGI is Requested to obtain
the previous sanction of Govt before opening any
new Hindustani
Schools ~~in future~~
or before transferring
such Schools from
one place to another

Secretary

DB 3/11/05 DB 3/11

In the DGI of Schools
Kindly move in accordance with the
3/11/05

4.11.1905

Issued 6/11

and 7/11

Previous reference

1905

(Education)

File No 100—52

Serial Nos 346

Later references

File 25/3/06

GENERAL AND REVENUE SECRETARIAT

Serial Nos 346

Part B for March 1906

SUBJECT

Transfer of Noble Hindustani School from one Village to another

3) From the I G of Education No 3645/211 dated 17/11/05 States that Govt sanction is always sought when new Schools are opened & requests that the present ~~system~~ practice of transferring existing schools from one place to another on his own responsibility may be allowed to continue

4) To the I G of Edn No 6044 7/12/05 Calls for a list showing the names of Hindustani Hobli Schools transferred from one place to another during the past 2 years GRS 58

5) From the I G of Edn No 5342 of 16/1/06 Submits the list called for in 4th para above